

Table 2

<b>Video Assessment Criterion</b>	<b>Traditional Print Assessment Equivalent</b>	<b>Odell/Katz Principle</b>
Transitions between scenes	Transitions between paragraphs/sections	Moving from given to new: viewer is shifted to a new scene with visual device. Logical/perceptual relationships: temporal and conceptual sequencing.
Camera angle, including means to call attention to specific parts of image	Use of visuals/graphics: Type and placement to draw attention to particular information.	Meeting expectations: calling attention to particular information
Image/Narration combination, including means to call attention to specific parts of image.	Page design: Amount of information on page Focus reader's attention on part of graphic. Also, balance between graphics and accompanying text information	Meeting expectations: Including relevant information; drawing attention to certain area on screen. Logical/perceptual relationships: temporal sequencing.
<b>Assessment of Critique</b>	<b>Print-linguistic Assessment Equivalent</b>	<b>Odell/Katz Principle</b>
Analysis of affordances/constraints of tools	Affordances/constraints: usability testing	Moving from given to new: analysis based on prior experiences with technologies. Meeting expectations: calling attention to affordances and constraints
Analysis of Rhetorical decisions	Analysis	Logical/perceptual relationships: comparison/contrast, causal sequencing.
Mechanics	Mechanics	Meeting audience expectations of proficiency